

Updated 9/1/2016

Readings, assignments, and due dates subject to change with a week's notice

POS 305: Conflict & Film, Fall 2016

Instructor: Professor Thorin Wright

Office: Coor Hall, 6730

Office Phone: 480-727-5982

Office Hours: T, Th 1:30-2:30p

& by appointment

Teaching Assistant:

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(I only check email during business hrs.)

Classroom: Life Sciences A (LSA) 101

Meeting Time : Th, 12-1:15p

NOTE: Some movies WILL contain objectionable language, violent and/or sexual material. If you are uncomfortable with such depictions, you may want to reconsider this course. There will be no substitute readings or films available.

Course Overview and Objectives

The scourge has been a major shaping force of human history, as well as the source of its greatest tragedies. The current global political landscape is still shaped largely by the shadow of World War II and the Cold War. Since the end of the Cold War, however, the outbreak of a war between superpowers or major powers seems very unlikely. This does not mean that we have solved the problem of war, as we have also seen a rise in the use of global terrorism and a spike in the outbreak of civil wars and internationalized civil wars since the end of the Cold War. States devote an enormous amount of resources to defense. Furthermore, hostility between states inhibits cooperation in a variety of areas including trade, environmental protection, and the like. In short, solving the problem of war may be a prerequisite for addressing other problems around the globe.

This course recognizes that there are several approaches to trying to understand the problems of war. By incorporating narrative films, students will be exposed to normative viewpoints on conflict, as well as analytical perspectives presented in the political science literature. Students will thus be constantly tasked with distinguishing between the point of view of a storyteller trying to grasp with violence and trying to critically analyze conflict events from the perspective of a social scientist.

This course will examine both interstate and intrastate conflict (e.g. civil wars), as well as other important emergent topics in conflict research, such as the role of women combatants, the use of sexual violence in conflict, the use of torture, and civilian targeting, in addition to other topics such as conflict bargaining, cooperation, and the roots of insurgency.

Learning Objectives and Outcomes

Upon completion of this course, students should:

- Gain familiarity with the major theories factors of international conflict
- Be able to apply explanations of conflict to the narratives presented in the films
- Be able to distinguish between normative perspectives and analytical perspectives in understanding international conflicts
- Be able to read and understand empirical research in the social sciences.
- Be able to provide original critiques of research on international conflict and conflict narratives.

Required Films and Readings

This class is a hybrid course that relies on films and readings. The films are available via this link to the ASU Library course reserves:

<http://library.lib.asu.edu/search/?searchtype=p&SORT=D&searcharg=wright>

The required readings are all articles or book excerpts that will be posted on the course blackboard at least a week before they are discussed. Students must read and watch the assigned films and articles BEFORE class on Thursday, or they will fall behind.

Grade Requirements

Response Papers (60%): The bulk of the course work is made up of 2-3 page response papers in which students are tasked to analyze the film in light of the weeks readings. These papers are due at the beginning of class (typed, printed, stapled) the day the film and readings are discussed. See below for the schedule of when each paper is due. For instance, for reaction paper one, they must either focus on *Joyeux Noel* or *Failsafe/Dr. Strangelove*, but if focused on *Joyeux Noel*, the paper is due at the beginning of class on September 1, for the other its due on September 8. I will provide more instruction on reaction papers the day we discuss *Henry V* (August 25).

Exam (25%): There will be one in-class exam later in the semester, focusing on the political science concepts presented in the course lectures, discussions, and readings. The exam will be a combination of multiple choice and short essay responses. There will be a review session mid-way through the semester to discuss the political science material as well as some class time devoted to review before the exam in November.

Participation/Discussion (15%): This course explores conflict and narratives of conflict through films, and thus presents us with the opportunity to better understanding conflict from an analytical perspective as well as through normative points of view. Analyzing these films and concepts is best achieved through in depth discussion and class participation. As such, **attendance will be taken every class meeting on Thursday**. The participation grade is not solely based on attendance, but also your active contribution to class discussion.

What I mean by class participation

Class participation will be graded based on your civil contributions to class discussion. You begin the semester with a score of 100% for participation, and as long as you are prepared for class and contribute to discussion when called upon, you will retain your 100% score. However, should you be unprepared (or absent) when called upon, you will be marked down: each time that you are ill-prepared (or absent) when called upon, you will lose 2 percentage points toward the overall participation grade. Students will be called on at random.

Students need not wait to be called upon to participate. Anyone wishing to add to the discussion may do so by raising her/his hand. Of course, not everyone will be called on every day, so you might be able to show up ill-prepared and still not lose any participation points.

This is a participation grade, not just an attendance grade. Students who do not attend class, regardless of the reason that they did not attend, cannot participate by definition. As such, students who miss class and are called upon will lose participation points for that day, regardless of the reason they did not attend. **The only exceptions will be for religious observation or mandatory participation in a university sponsored event, or documented medical EMERGENCY (written documentation is, sent by email, required for such an exception).**

Grading Scale: The following grading scale is used for this course:

99-100: A+
93-98: A
90-92: A-
87-89: B+
83-86: B
80-82: B-
77-79: C+
70-76: C
60-69: D
< 60: E

There are **no** extra credit opportunities in this course. There is no rounding of grades in this course (e.g., a 89.9 is a B+ and not an A-). Providing point bumps is unfair to your classmates who do not receive such a bump so please do not ask me for any grade adjustment. If you need an A (or B or C) then you must earn it.

MAKE-UP POLICY for paper topics, papers, exams, or participation exercises. There are NO makeup assignments, papers, or exams. Late papers and paper-topics will NOT be accepted. If an emergency or University excused absence prevents you from completing an assignment, you must contact me prior to class (and receive confirmation from me regarding such contact), explain the nature of the emergency, and subsequently present documentation verifying the explanation. If the emergency proves valid you will not be penalized.

Pop Music Related to Conflict Topics:

On several days throughout the semester (if not most), just before the class period begins as I prepare for class, I will play songs that are topically related to the course. These songs often present

differing perspectives related to conflict issues, and **do not** reflect my perspective or opinion (or even my musical taste in some cases). Songs are chosen because they present some perspective that students may find interesting, informative, or thought-provoking.

Classroom & Communication Etiquette

Please leave all cell-phones or other messaging devices turned off and put away. Laptops and tablets are allowed for note-taking only and students will be asked to leave the classroom if caught violating this. Students who are disruptive in class will be asked to leave.

I do not allow the recording of lectures, nor photography of power point slides. It is a violation of intellectual property to do so.

During lectures, questions are encouraged. Please feel free to raise your hand and ask for clarification at *any* time during the lecture.

During class debates and discussion, differing opinions are encouraged. Some of the topics in class are controversial, and a diversity of civilly expressed opinions are tolerated. **HOWEVER**, I will not tolerate personal attacks or statements that single out students or groups on the basis of gender, age, religion, race, ethnicity, nationality or sexual orientation. Students who violate this will be asked to leave the classroom. **This is especially important in a class where very sensitive topics will be discussed.**

E-MAIL ETIQUETTE: I will try to respond to most emails within 48 hours, excluding weekends. Please consult the syllabus, paper guide, or prior electronic course announcements before emailing me. There's a good chance your question will be answered from one of those sources. I will not respond to emails asking questions that could be answered by reading the syllabus or the course website. In particular, please do not ask what topics were discussed in a class you missed. The syllabus provides that information.

Furthermore, please use proper salutations (I'm Professor Wright or Dr. Wright, for instance. Your T.A. is Mr. Simmons), sentence structure, and grammar when communicating via email. E-mails to professors are professional in nature, so please remember that. I will not respond to emails that do not use proper salutations, sentence structure, and grammar.

Disability Accommodations

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Their office is located on the first floor

of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday. Disability information is confidential.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

Academic Honesty and Integrity

Student Obligations (from the official University Academic Integrity Policy: <https://provost.asu.edu/sites/default/files/AcademicIntegrityPolicyPDF.pdf>). Also see: <http://provost.asu.edu/academicintegrity>

Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. A student may be found to have engaged in academic dishonesty if, in connection with any Academic Evaluation or academic or research assignment (including a paid research position), he or she:

- A. Engages in any form of academic deceit;
- B. Refers to materials or sources or uses devices (e.g., computer disks, audio recorders, camera phones, text messages, crib sheets, calculators, solution manuals, materials from previous classes, or commercial research services) not authorized by the instructor for use during the Academic Evaluation or assignment;
- C. Possesses, reviews, buys, sells, obtains, or uses, without appropriate authorization, any materials intended to be used for an Academic Evaluation or assignment in advance of its administration;
- D. Acts as a substitute for another person in any Academic Evaluation or assignment;
- E. Uses a substitute in any Academic Evaluation or assignment;
- F. Depends on the aid of others, including other students or tutors, in connection with any Academic Evaluation or assignment to the extent that the work is not representative of the student's abilities;

- G. Provides inappropriate aid to another person in connection with any Academic Evaluation or assignment, including the unauthorized use of camera phones, text messages, photocopies, notes or other means to copy or photograph materials used or intended for Academic Evaluation;
- H. Engages in Plagiarism;
- I. Uses materials from the Internet or any other source without full and appropriate attribution;
- J. Permits his or her work to be submitted by another person in connection with any Academic Evaluation or assignment, without authorization;
- K. Claims credit for or submits work done by another;
- L. Signs an attendance sheet for another student, allows another student to sign on the student's behalf, or otherwise participates in gaining credit for attendance for oneself or another without actually attending;
- M. Falsifying or misrepresenting hours or activities in relationship to an internship, externship, field experience, clinical activity or similar activity; or
- N. Attempts to influence or change any Academic Evaluation, assignment or academic record for reasons having no relevance to academic achievement.

There are severe sanctions for cheating, plagiarizing and any other form of dishonesty. Please see the Student Code of Conduct and Student Disciplinary Procedures. An initial incident will result in the student receiving an E and zero points for exam. A second incident will result in a failure (E or possibly an XE failure for academic dishonesty) for the course. All work must be yours and it must be original to this class. If you have questions about this, please ask us. All instances of academic dishonesty will, per CLAS policy, be reported to the appropriate authority in CLAS.

Policy Regarding Absences for Religious Observances

University policy asks that students inform their instructors if they will need to miss class due to religious observances at the beginning of the semester. Please contact me within the first week of the semester so that either alternate due dates or make up exams may be scheduled well in advance.

Course Schedule:

Week 1 (August 25): *The Hollow Crown: Henry V*

Topic: Trying to get a handle on observing and understanding conflict

Readings:

Baldo, Jonathan. 1996. Wars of Memory in Henry V *Shakespeare Quarterly*. 47 (2): 132-159.

Davenport, Christian, and Marika Litras. Rashomon and Repression: A Multi-source Analysis of Contentious Events

Hendrix, Cullen S. and Idean Salehyan. 2015. No News is Good News: Mark and Recapture for Event Data When Reporting Probabilities are Less than One. *International Interactions*. 41(2): 392-406.

Week 2 (September 1): *Joyeux Noel*

Topic: Conflict bargaining and cooperation

Readings:

Fearon, James D. 1995. Rationalist Explanations for War *International Organization*. 49 (3): 379-414.

Axelrod, Robert, and Robert Keohane. 1985. Achieving Cooperation Under Anarchy: Strategies and Institutions. *World Politics*. 38 (1): 226-254.

Emplaincourt, Shane. Joyeux Noel and Remembering the Christmas Truce of 1914. *War, Literature and the Arts*.

Week 3 (September 8): *Failsafe & Dr. Strangelove*

Topic: Nuclear weapons and deterrence

Readings:

Geller, Daniel. 2012. Nuclear Weapons and War. in John Vasquez (ed.). *What Do We Know About War?* 2nd edition. Lanham, MD: Rowman and Littlefield.

Tannenwald, Nina. 2005. Stigmatizing the Bomb *International Organization*. 29 (4): 5-49.

REACTION PAPER 1 DUE EITHER 9/1 or 9/8

Week 4 (September 15): *Wind that Shakes the Barley*

Topic: Identity and territoriality in conflict

Readings:

Goddard, Stacie E. 2006. Uncommon Ground: Territorial Conflict and the Politics of Legitimacy. *International Organization*. 60: 35-68.

ODrisceoil, Donal. 2009. Framing the Irish Revolution: Ken Loachs The Wind that Shakes the Barley. *Radical History Review*. 104: 5-15.

Week 5 (September 22): *Before the Rain*

Topic: Ethnic conflict and the Balkans

Readings:

Fearon, James, and David Laitin. 1996. Explaining Interethnic Cooperation. *American Political Science Review*. 90 (4): 715-35.

Iordanova, Dina. 2000. Before the Rain in a Balkan Context. *Rethinking History*. 4(2): 147-56.

Tangerstad, Erik. 2000. Before the Rain After the War? *Rethinking History*. 4(2): 175-81.

Week 6 (September 29): *Battle of Algiers*

Topic: Insurgency, Rebellion, and Women Combatants

Readings:

Fearon, James, and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War. *American Political Science Review*. 97 (1): 75-90 (SKIM)

Young, Joseph. 2013. Repression, Dissent, and the Onset of Civil War. *Political Research Quarterly*. 66 (3): 516-32.

Thomas, Jakana L., and Kanisha D. Bond. 2015. Womens Participation in Violent Political Organizations. *American Political Science Review*. 109 (3): 488-506.

REACTION PAPER 2 DUE EITHER 9/15, 9/22, or 9/29

Week 7 (October 6): *Grave of the Fireflies*

Topic: Civilian Targeting during Interstate Conflict

Readings:

Downes, Alexander. 2006. Desperate Times, Desperate Measures: The Causes of Civilian Victimization in War. *International Security*. 30 (4): 152-95.

Goldberg, Wendy. 2009. Transcending the Victims History: Takahata Isaos Grave of the Fireflies. *Mechademia*. 4: 39-52.

FALL BREAK OCTOBER 10-11 NO FILM THIS WEEK

Week 8 (October 13): Review of Course So Far

Week 9 (October 20): *Waltz with Bashir*

Topic: Civilian Targeting during Civil Wars

Readings:

Manekin, Devorah. 2013. Violence Against Civilians in the Second Intifada: The Moderating Effect of Armed Group Structure on Opportunistic Violence. *Comparative Political Studies*. 46 (10): 1273-1300.

Salehyan, Idean, David Siroky, and Reed M. Wood. 2014. "External Rebel Sponsorship and Civilian Abuse: A Principal-Agent Analysis of Wartime Atrocities." *International Organization*. 68 (3): 633-661.

Yosef, Raz. 2010. War Fantasies: Trauma and Ethics in Ari Folmans Waltz with Bashir. *Journal of Modern Jewish Studies*. 9 (3): 311-26.

Week 10 (October 27): *Half of A Yellow Sun*

Topic: Internal Displacement and Refugees

Readings:

Davenport, Christian, Will H. Moore, and Steven C. Poe. 2003. Sometimes You Just Have to Leave: Domestic Threats and Forced Migration. *International Interactions*. 29 (1): 27-55.

Wright, Thorin M. and Shweta Moorthy. 2016. Refugees, Economic Capacity, and Host State Repression. Working Paper.

Strehle, Susan. 2011. Producing Exile: Diasporic Vision in Adichies Half of a Yellow Sun. *Modern Fiction Studies*. 57 (4): 650-672

Strongly Suggested Reading: *Half of a Yellow Sun* by Chimamanda Ngozi Adichie. Seriously, read it when you can. This is a fantastic novel and better than the film.

REACTION PAPER 3 DUE EITHER 10/6, 10/20 or 10/27

Week 11 (November 3): *A Woman in Berlin* (WARNING: CONTAINS RAPE)

Topic: Sexual violence in war

Readings:

Cohen, Dara Kay. 2013. Explaining Rape During Civil War: Cross-National Evidence (1980-2009). *American Political Science Review*. 107 (3): 461-77.

Other readings, TBA.

Week 12 (November 10): *Black Hawk Down*

Topic: The role of the United States in global conflict; the responsibility to protect

Readings:

Bell, Sam, K. Chad Clay and Carla Martinez Machain. 2016. The Effect of US Troop Deployment on Human Rights. *Journal of Conflict Resolution*.

Choi, Sueng-Whan, and Patrick James. 2016. Why Does the US Intervene Abroad? Democracy, Human Rights, and Terrorism. *Journal of Conflict Resolution*. 60 (5): 899-926.

Weber, Cynthia. 2006. *Imagining America at War: Morality, Politics, and Film*. New York: Routledge Press. (assigned excerpt will be posted on Blackboard)

Week 13 (November 17) Exam Week

Week 14 (November 24): No Class for Thanksgiving

Week 15 (December 1): *A Most Wanted Man*

Topic: Interrogation, intelligence, and the question of torture

Readings:

Janoff-Bulman, Ronnie. 2007. Erroneous Assumptions: Popular Belief in the Effectiveness of Torture Interrogation. *Peace and Conflict: A Journal of Peace Psychology*. 13 (4): 429-35.

Conrad, Courtenay Ryals, and Will H. Moore. 2010. What Stops the Torture? *American Journal of Political Science*. 54 (2): 459-76.

One more reading, TBA.

FINAL REACTION PAPER DUE 11/3, 11/10, or 12/1